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AUTHOR Ceaser, Lisbeth
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ABSTRACT

Education majors at California Polytechnic State University in San Luis Obispo are primarily English speaking only and need guidance in strategies for adapting instruction for a variety of levels of second language acquisition students. This project addressed the problem of a lack of sufficient preparation of undergraduate students to participate in reading field experiences in classrooms with a significant population of limited-English-proficient students. Graduate students (n=14) in a reading specialist course created prototypical bilingual lessons in reading and modeled them for undergraduate teaching candidates (n=30). One implication of the project is that graduate and undergraduate course requirements may be met through collaborative activities that merge educational theory with instructional practice. As the graduate students demonstrated competence to implement research-based reading strategies in bilingual classrooms, the undergraduate students received practical direction for field experience activities. Appendices contain course outlines and evaluation forms. (Contains approximately 75 references.) (JDD)

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REVISION, VALIDATION, AND EVALUATION OF THE
UNDERGRADUATE TEACHER FIELD WORK
EXPERIENCE IN READING AT
CALIFORNIA POLYTECHNIC
STATE UNIVERSITY,
SAN LUIS OBISPO

by

Lisbeth Ceaser

A Major Applied Research Project
presented in partial fulfillment of
the requirements for the degree
of Doctor of Education

Nova University

December 1992

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Changing demographics in the service area of California Polytechnic State University in San Luis Obispo (Cal Poly) caused the Commission on Teacher Credentialing of the State of California to mandate the incorporation of bilingual field experiences in undergraduate teaching credential programs beginning with the 1993-95 Cal Poly Catalog. The undergraduate students at Cal Poly, ninety-five percent of whom are English speaking only, need consistent guidance in strategies for adapting instruction for a variety of levels of second language acquisition students. The problem addressed by this project was a lack of sufficient preparation of

undergraduate students to participate in reading field experiences in classrooms with a significant population of limited English proficiency students.

The developmental problem solving methodology was used to investigate the sequence of change in the undergraduate reading field experience at Cal Poly. Thirty ED401 students and fourteen ED529 graduate Reading Specialist candidates participated in the development of a model lesson compilation document to be used by reading tutors.

A literature review generated field experience guidelines and principles of adaptation of instruction for bilingual students. Information from this review was given to the ED529 graduate Reading Specialist Credential students along with direction for creating prototypical lessons in reading. The model lessons were presented to ED401 undergraduate students. Evaluations of the lessons by ED401 students, the development process by ED529 students, and the compilation document by the Multiple Subjects Credential Committee resulted in a plan for implementing changes in the ED401 field experience to address the needs of limited-English proficiency students.

The implications of this project are that identifiably effective field experience programs and reading instructional strategies that adapt tutoring procedures for bilingual tutees can be used in a successful instructional process. The activity of developing and presenting prototypical lessons in reading for bilingual children was successful in allowing graduate Reading Specialist candidates to demonstrate competency in implementing specialized reading instructional strategies. Observing and evaluating the prototypical lessons was a successful activity for providing direction

for tutoring experiences of undergraduate students. The evolving lesson compilation document, with ongoing evaluation, will meet accreditation requirements for the UCTE.

This study was designed to strengthen the reading field experience program at Cal Poly. The process of developing a lesson compilation document and the document itself, have successfully enhanced the ED401 reading methods course. In addition, the ED529 graduate reading course has been expanded, public school teachers have received information regarding current reading theories and practice, and the UCTE at Cal Poly has achieved a major accreditation requirement.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vii
 Chapter	
1. INTRODUCTION	1
Statement of the Problem	3
Background and Significance	3
Research Questions and Purposes	7
Definition of Terms	8
Assumptions	8
Limitations of the Study	9
2. REVIEW OF THE LITERATURE	10
Field Experiences in Teacher Preparation	10
Effective Reading Instruction for Limited English Proficient Students	14
3. METHODOLOGY AND PROCEDURES	23
Procedures	23
Collection of the Data	25
4. PRESENTATION OF RESULTS	28
Literature Review	28

TABLE OF CONTENTS (Cont.)

	Page
Development of Instruction and Activities for Field Program	30
Evaluation of Field Program by Undergraduate Students	34
Evaluation of Field Experience Program	36
5. DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	39
Discussion of Results	40
Conclusions	41
Implications	42
Recommendations	42
BIBLIOGRAPHY	45
 APPENDICES	
A. Education 401 Course Outline	51
B. Consensus Evaluation of Field Experience Lessons	54
C. Self Evaluation Form for Reading Specialist Credential Competencies	56
D. Interview Questions for Field Experience Program Document Review	58
E. ED401 Field Experience Program	60
BIOGRAPHICAL SKETCH OF STUDENT	96

LIST OF TABLES

Table		Page
1.	Characteristics of Successful Field Experience Programs . .	30
2.	Principles of Equal Access Instruction	32
3.	Lesson Evaluation Process for Graduate Students	33
4.	Lesson Evaluation Process for Undergraduate Students . . .	35
5.	Consensus Evaluation Results	36

Chapter 1

INTRODUCTION

The University Center for Teacher Education (UCTE) at California Polytechnic State University, San Luis Obispo (Cal Poly) is a major teacher training institution. As such, the Center maintains an enrollment of approximately 250 students per quarter. An average of ninety students graduate each quarter, with a like number entering the program. The public school districts of San Luis Obispo, southern Monterey, and northern Santa Barbara Counties serve as the field work sites for practice teaching, observations, and early field work experiences. Education 401: Reading in the Elementary School (ED401) is a required undergraduate course that all Multiple Subject Credential candidates must complete before acceptance to the student teaching practicums.

ED401 includes three hours per week of lecture on the reading process and reading instructional practices. The class also contains a field experience component of fourteen hours of tutoring an elementary school child in reading. The field work component of ED401 is the focus of this project, with the UCTE at Cal Poly being the institution where activities take place.

The nature of the reading methods course at Cal Poly requires the ED401 instructor to provide direction for tutoring sessions prior to the beginning of field work assignments. Currently, ED401 students receive an overview of reading skills, direction for lesson planning, and demonstrations of instructional practices that reflect

current theory regarding reading instruction (see Appendix A). However, field work students who are assigned to locations with limited English proficient students have no preparation for adapting their activities to meet the needs of this growing public school population.

This study was designed to strengthen the reading field experience program at Cal Poly. Other programs that have successfully met the needs of field experience students were identified, the present ED401 reading methods course field activities were revised and validated, and a program document that identified activities and procedures for improving bilingual reading instructional practices was developed.

Because of changing demographics with an increase in Hispanics in the Cal Poly service area by over 200 percent in the last three years, the UCTE was directed by the Commission on Teacher Credentialing (CTC) of the State of California to incorporate bilingual field experiences in undergraduate preservice credential courses. As field work in ED401, each undergraduate Multiple Subjects Credential candidate is required to tutor an elementary school child in reading for fourteen hours. These students need direction for lesson planning and implementation, effective strategies and activities for reading instruction, adaptation methods for bilingual pupils, and resources for further professional development as a teacher of reading in a bilingual setting.

Education 529: Bilingual Reading Problems (ED529) is a graduate level course that is offered at Cal Poly to meet the requirements for the California Reading Specialist Credential. Prerequisites for ED529 include two years of successful teaching experience and completion of graduate level courses in reading

processes and bilingual reading methods. Reading Specialist candidates are expected to demonstrate competency in implementing effective reading instruction for limited English proficient students.

The purposes of this proposed project were (1) to identify effective field experience programs and to describe reading instructional strategies that adapt tutoring procedures for bilingual tutees; (2) to develop a field experience program for the ED401 students as a demonstration of competency for the Reading Specialist Credential; (3) to revise, evaluate, and validate the ED401 field experience program; and (4) to develop a field experience program document for use in the accreditation of the teacher preparation program at Cal Poly.

Statement of the Problem

The problem, identified by the CTC and substantiated by the UCTE Strategic Plan, was a lack of sufficient preparation of the undergraduate credential candidates to provide effective reading instruction to limited English proficiency elementary school children. Cal Poly students, ninety-five percent of whom are monolingual in English, need guidance in effective reading instructional practices and in strategies for adapting those practices to meet the needs of the bilingual population.

Background and Significance

The CTC has a long history of responding to the special needs of students with limited proficiency in English. Over the years, the Commission has developed credential programs in response to the changing needs of the schools and to federal and state legislation in this area. Education Code Section 44256(a) authorizes the

Commission to establish emphasis programs for Multiple Subject Teaching Credentials on the basis of specialized needs.

During 1990-91, the Commission took action related to instructional services for students with limited proficiency in English. In October 1990, Commissioners reviewed the Language Census and update of the demographic changes in the California school age population. This information highlighted the need to reexamine the current system for preparing and licensing professionals who teach limited English proficient students.

The UCTE at Cal Poly underwent a complete CTC Program Review in Spring 1991. The results of this assessment included direction to extend the teacher preparation program to meet the needs of limited English proficiency students.

Limited English proficient students need opportunities to learn the core curriculum, as it is defined in California, through study of the English language arts By definition, however, these students do not have sufficient fluency in English that would allow them access to the core curriculum through traditional or mainstream instruction in English. The provision of instruction to limited English proficient students requires specially trained teachers. These teachers need to be knowledgeable about second language acquisition. They also need to be competent in instructional methodologies, including ways of infusing content into English language instruction (Commission on Teacher Credentialing, 1991:2).

In the past, Cal Poly has offered special courses for teachers seeking a Bilingual Teaching Credential. The 1991 mandate from the CTC is that all methods courses include specific direction for teaching second language acquisition students. The significance of the proposed project is that the reading methods courses at both the undergraduate and graduate levels need to be extended to continue the accreditation of the UCTE teacher credential program.

In 1984, the National Institute of Education published a report that synthesized our current knowledge of the reading process, environmental influences on reading, and teaching techniques, tools and classroom practices for the advancement of literacy. Becoming a Nation of Readers claimed that "knowledge is now available to make worthwhile improvements in reading throughout the United States" (National Institute of Education, 1984:15).

This knowledge may be summarized in four major findings. First, reading instruction must be meaning centered, with comprehension of language and communication skills taking priority over decoding ability. Second, instructional activities should include the integration of reading, writing, listening and speaking skills rather than the separation of language into isolated skills. Third, reading should promote and utilize quality, natural language literature. And fourth, classroom practice should provide equal access for all students, regardless of background, ability or primary language, to meaning-centered, integrated, literature-based reading instruction.

This project provided teacher candidates with direction for implementing research findings in classroom practice. Undergraduate students learned how to plan and implement lessons in reading that are meaning centered, integrated, and literature based. Graduate students demonstrated how to adapt those lessons to provide equal access to learning for limited English proficiency students. The product is a field experience program document in reading with research-based lessons that adapt activities for limited English proficiency students. The expertise and knowledge of practicing teachers served as a resource for effective instructional practice for

preservice teaching candidates. The model lessons, identifying activities and procedures for improving bilingual reading instructional practices, is of significance for advancing literacy education.

Two major issues generate the research questions for this project. First, current practice regarding undergraduate field experience activities for teacher candidates at Cal Poly lacks an identifiable philosophy or rationale. The characteristics of successful field experience programs needed to be determined in order to establish criteria for program evaluation and a sense of direction for the activity course component. Second, reading instructional practices that attend to the needs of changing school populations were addressed. With the growing number of limited English proficiency students in our public schools, current English-only reading methods are outdated.

The California Department of Education has described effective reading instruction as a literature-based, integrated language arts curriculum (California Department of Education, 1987). The English/Language Arts Framework of 1987 provides clear direction for providing equal access for all students to a meaning-centered, integrated, quality literature program. Teachers, and teacher candidates, need to demonstrate competency in lesson planning, classroom management, and instructional grouping to provide equal access in a bilingual classroom.

Specially designed academic instruction in English involves teaching the content of the core curriculum, reading, to bilingual students in ways that take into account their level of English proficiency. It involves strategies such as "sheltered subject matter instruction," in which teachers make instructional modifications so the

instruction is comprehensible to students (Baca, 1990). This type of instruction is necessary in situations where academic instruction through the primary language is not available. Standards of program quality and effectiveness for professional teacher preparation programs were reviewed as the ED401 course of study was revised. As a prerequisite for student teaching, the ED401 field experience may be a pivotal opportunity to demonstrate aptitude for teaching:

Before assuming daily teaching responsibilities, candidates in each authorization in the program must have one or more supervised field experiences that (a) relate to the candidate's professional goals, (b) provide opportunities to interrelate theories and practices, (c) prepare the candidate for daily teaching responsibilities, and (d) enable the program staff to determine when the candidate is ready for daily teaching duties (Commission on Teacher Credential, 1992).

Research Questions and Purposes

1. What are the characteristics of programs that successfully meet the needs of field experience students?
2. How can reading instructional activities be adapted to allow equal access to instruction for bilingual students?
3. Do graduate Reading Specialist candidates demonstrate competency in implementing bilingual reading lessons by developing and modeling prototypical lessons in a field experience program document for undergraduate reading tutors?
4. Does the field experience program document provide acceptable direction for undergraduate reading field experience students assigned to bilingual classroom settings?

5. How should the revised undergraduate reading field experience be evaluated?

Purposes were drawn from the research questions listed above. They were (1) to identify effective field experience programs and to describe current reading instructional strategies that adapt tutoring procedures for bilingual tutees; (2) to develop a field experience program for the ED401 students as a demonstration of competency for the Reading Specialist Credential; (3) to revise, evaluate, and validate the ED401 field experience program; and (4) to develop a field experience program document to be submitted to the University Center for Teacher Education for use in accreditation of the teacher preparation program at Cal Poly.

Definition of Terms

Bilingual: For the purposes of this project the term bilingual was used to describe students with limited English proficiency due to the acquisition of English as secondary language.

Competency: The term competency was defined by the standards set forth in the 1992 Standards of Program Quality and Effectiveness document published by the CTC.

Program Document: The program document generated by this project is a compilation of model lessons in reading with adaptations for limited English proficiency students.

Assumptions

The project took place in a California State University setting. Prerequisites for ED529 include two years of successful teaching experience and the completion

of Education 525: The Reading Process. It is assumed that the graduate Reading Specialist candidates have achieved competency in teaching methodology and in knowledge of current theories concerning the reading process.

Limitations of the Study

The project is limited to the service area of the UCTE at Cal Poly. Although the development process and program document are applicable to other field experience programs, this study is limited to the undergraduate and graduate reading methods courses at Cal Poly.

Chapter 2 contains a review of literature that identifies characteristics of successful field experience programs. Research-based reading instructional practices that address the needs of bilingual students are described as a basis for development of the model lessons.

Chapter 2

REVIEW OF THE LITERATURE

Two major concepts direct the revision, validation, and evaluation of the undergraduate teacher field work experience in reading at Cal Poly. First, the identification of previous field experience projects establishes the rationale behind the CTC's mandate that a field experience component be included in teacher preparation programs while describing effective procedure for implementing field activities. Second, research-based reading instructional strategies are described in support of the in-class course content for undergraduate credential candidates. These strategies are justified by current research and selected for applicability as practice-proven. Procedures for adapting reading instruction for a variety of second language acquisition students is identified to validate the bilingual aspect of the reading field experience.

Field Experiences in Teacher Preparation

A number of reports support the value of collaboration between teacher preparatory institutions and public school systems (Goodlad, 1983; Hopkins, 1990; Shanker, 1989; Yarger, 1990). Support for the mutual benefits of a teacher education process that develops teaching competencies through a wide range of field experiences is historically demonstrated by case studies (Klopf and Bowman, 1966).

These studies suggest that connecting the university to the school requires a consensus of opinion about responsibility for pre- and in-service professional

development. To do collaborative work requires committed persons to plan and coordinate delicate interorganizational relationships and activities. Communications between teacher training institutions and the public school systems regarding teacher development benefits both units of responsibility.

Such experiential learning must be reinforced by . . . a very close working relationship with the pre-service staff of the institution of higher learning and with the administrative, supervisory, and instructional personnel of the schools (Klopf and Bowman, 1966:27).

The field experience component of undergraduate teacher preparation courses must attend to the concerns and interests of the public schools as well as to those of the teacher preparatory students. While field experience assignments will connect theory to practice for the undergraduate student, inservice teachers who admit these students to the public school classroom as a learning laboratory will improve the educational environment through observation of current instructional strategies.

The scholarship of application . . . is not a one-way street. Indeed, the term itself may be misleading if it suggests that knowledge is first "discovered" and then "applied." The process we have in mind is far more dynamic. New intellectual understandings can arise out of the very act of application . . . working with the public schools. In activities such as these, theory and practice vitally interact, and one renews the other . . . [we] can no longer afford the luxury of pursuits confined to an ivory tower . . . scholarship has to prove its worth not on its own terms but by service to the nation and the world (Boyer, 1987:23).

School districts and universities can meet their separate goals through cooperation on individual projects. In teacher education and staff development each institution can offer resources that are not available in the other. When staff development is considered an important aspect of the district's mission and the

university is committed to effective beginning and continuing education of teachers, mutual satisfaction of self-interests will be achieved (Winitz, 1981).

Some concerns have been raised concerning field experiences in the preservice phase of teacher development. Feiman-Nemsew and Buchmann identified three factors that are detrimental to the central purpose of teacher education - fostering the teacher's ability to learn from future experience:

Future teachers often do not recognize that their conception of teaching is limited . . . [they] need help in being receptive to new ideas . . . practice in using concepts and skills in their daily work . . . and the understanding that learning from teaching is part of the job. Whatever is done in the interest of pupil learning must not be at the expense of learning to teach (Feiman-Nemser and Buchmann, 1985:53-65).

The literature concerning field experiences for preservice teachers in general suggests the following guidelines for this component of a university methods course:

1. Public school teachers must be willing to provide a suitable environment, responsive children, and opportunities for student-directed instructional activities.
2. The university instructor should provide direction for student-directed activity, opportunity for evaluation, and current information regarding instructional theories and strategies.
3. The field experience student must be prepared for each field activity, maintain an open mind toward new learnings, and continue ongoing evaluations of his own teaching development.

Field experience programs specific to the context of tutoring reading give further direction for preservice methods courses. George Posner provides specific

observing, interviewing, teaching, evaluating, and on-campus reading activities to help students gain the most from field experiences so that they can understand and learn to teach reading effectively as beginning teachers (Posner, 1985:29). Gipe, Richards, and Duffy conclude, in a project investigating tutoring reading in a non-traditional field placement:

Teacher education programs need to assume the responsibility for providing novices with opportunities that will help them to increase their pedagogical knowledge and help them to clarify the complexities of classroom life while being given the assistance, encouragement, and guidance of both university and school personnel in examining and testing their own beliefs about teaching (Gipe, Richards, Duffy, 1991:52).

In the 1991 Proposal for Legislation, the California Commission on Teacher Credentialing advocated making the reading methods requirement for preservice teachers more flexible for institutions and more responsive to contemporary students and curricula.

Individualized field experiences in a variety of schools and classrooms enable candidates to comprehend the principles and practices presented in their courses, and enable the institution to determine when candidates are ready to begin daily supervised student teaching (California Association of Colleges for Teacher Education, 1991).

"Standard 18 Field Experience Prior to Student Teaching" in the current Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs provides a goal statement for preservice field activities:

Before assuming daily teaching responsibilities, candidates in each authorization in the program have one or more supervised field experiences that (a) relate to the candidate's professional goals, (b) provide opportunities to interrelate theories and practices, (c) prepare the candidate for daily student teaching responsibilities, and (d) enable the program staff to determine when the candidate is ready for daily teaching duties . . . field experiences include a planned sequence of activities that illuminates and adds meaning to the educational theories and pedagogical principles that are taught

in the program's coursework, and that require candidates to analyze and evaluate these principles and theories (Commission on Teacher Credentialing, February, 1992).

Several guidelines for developing an effective field experience component are suggested by the literature. First, public school teachers providing the "field" for preservice teachers must provide a suitable environment, responsive children, and opportunities for student-directed activities. Second, the university instructor should provide direction for student-directed activity, opportunity for evaluation, and current information regarding instructional theories and strategies. Third, the field experience student must be prepared for each field activity, maintain an open mind toward new learning, and continue ongoing evaluations of his/her own teaching competence.

Effective Reading Instruction for Limited English Proficient Students

The most recent English-Language Arts Framework published by the California State Board of Education presents major changes for instructional procedures in reading (California State Department of Education, 1987). Traditionally, reading has been taught as a subject separate from other content areas or skill groupings. Basal reading series have dominated the instructional approach and influenced the goals and philosophies of teachers, school districts, and social groups (Chall, 1983). As the whole language philosophy is becoming more widely accepted, the integration of reading with writing, speaking and listening redefines instructional practices. Further, a mandate is presented to the publishers of basal textbooks to revise instructional materials to support an integrated language arts

philosophy. As publishers, teachers, and other implementors of the language arts curriculum seek to establish effective methods for achieving the new literacy goals, traditional instructional practices are being reevaluated and modified.

For the past sixty years in America, teacher training institutions have directed teachers to place students in instructional groups for reading according to ability (Robinson, 1977). This practice has proven itself efficient for the presentation of instruction and the monitoring of student progress, as well as for the environmental management of large groups of children (Reutzel, 1992). However, evidence suggests that ability grouping, based upon standardized test scores, may improve the achievement of the fast-learning child at the expense of the slow-learning child (U.S. Department of Education, 1985).

The current English-Language Arts Framework for the State of California calls for a language arts curriculum that allows equal access for all students, regardless of ability, to meaning-centered activities, age-appropriate literature, and an integrated presentation of reading skills. In effect, ability grouping and competitive skill achievement are in direct opposition to the State of California philosophy and direction.

The psycholinguistic model currently favored by reading educators in the United States redefines literacy as a social communication skill rather than a sequence of isolated content skills (Smith, 1988). When reading is viewed as a means of learning about the world and its people, ability grouping, however manageable, becomes an unproductive strategy for achieving instructional goals. If students in a multicultural, multilingual classroom are to learn to communicate with each other,

then instruction must be presented in a manner which enhances that communication while fostering the acquisition of language skills (Goodman, Bird, and Goodman, 1991).

Whole language, the grassroots term that describes the California philosophy, is a view of curriculum, language and learning that is challenging the status quo. This view is founded on the principles of preserving the wholeness of literacy events, integrating reading, writing, speaking, and listening, and supporting learners through the use of authentic texts and authentic reasons for engaging in literacy activities (Vacca and Rasinski, 1992). The new reading curriculum must focus upon the diverse clients in a classroom rather than upon a scope and sequence of skills. Instructional strategies must take into account a wide variety of ability levels as well as individual backgrounds, interests, and needs.

The limited-English proficiency child must be included in an integrated language arts program rather than separated from it. If we define literacy as the ability to communicate, then language acquisition and expression take priority over all other instructional concerns. How can reading lessons allow equal access to learning for the limited-English proficiency student?

A meaning-centered language arts curriculum emphasizes reading comprehension, strategic reading, learning from text, and writing. However, word recognition is still an important skill area that needs to be attended for all students. There are a number of publications that discuss strategies for teaching word recognition (Kantrowitz, 1990; McCracken, 1987; Quinsey, 1990). However, these authors defend the subordinate role of phonics, context, or whole-word strategies.

Kantrowitz supports the contextual approach but admits the phonics method should not be completely abandoned, limiting it to times when sounding out words seems appropriate. She also suggests that a structural approach may be more effective for limited-English children who might not understand context clues.

The notion that phonics instruction is necessary but of lower priority than context instruction is reinforced by McCracken:

The essence of reading is to gain meaning from text, and children learn to read by reading. Therefore, we teach reading strategies through quality children's literature, rich in human meaning We believe phonics skills need to be taught in order for children to spell correctly and we incorporate these skills as the child is ready (McCracken, 1991:45).

Phonics, whole-word, structure, and context are clearly word recognition strategies that should be used as appropriate for all students, including the limited-English proficient. However, word recognition is subordinate to the greater skill of communication through language. The reading teacher must plan instruction around meaning-centered, integrated language arts activities, while supporting that instruction with the teaching of word recognition as a sub-skill. Phonics for the sake of phonics has been replaced with phonics as an aid to communication.

The three theories of interactive teaching form a basis for instructional strategies for reading in a meaning-centered, integrated language arts program. First, schema theory attends to the learner's background. The teacher assesses experiential and language background to determine the boundaries of comprehension. Vocabulary development and the filling of gaps in experiences take place as the teacher relates new learnings to previous learnings (McNeil and Wiles, 1990). Limited English proficiency students participate in schema activities through oral

language and cooperative activities in heterogeneous groups (Whisler and Williams, 1990). Using prior knowledge and vocabulary development activities to prepare students for reading establishes a sound basis for direct instruction of comprehension as quality literature is experienced by the whole class.

The second theory is that of metacognition, or focusing the student's attention upon how learning/reading is taking place. This step in interactive teaching requires participation from the student that establishes a personal relationship between reader and text (Smith, 1988). Again, students work cooperatively in heterogeneous groups to internalize the process of reading rather than to merely acquire transient information.

The third theory of interactive teaching is that of generative learning. This strategy allows for individual creative thinking. Students are led to new learnings, analyses, revelations, and thoughts by developing a product that epitomizes what the literacy event means to them personally. With the acceptance, indeed nurturing, of alternative responses, all students have an opportunity to "own" the literature and the personal meaning derived from it (Tierney, Readence and Dishner, 1990).

Interactive teaching strategies form the core of the Reading Framework for the 1992 National Assessment of Educational Progress (U.S. Department of Education, 1992). The goal for reading literacy education set forth in this document includes limited-English proficiency students in the population of good readers:

If the term 'reading literacy' is used to describe a broad sense of reading, including knowing when to read, how to read, and how to reflect on what has been read, then an obvious goal of reading literacy education is to develop good readers. Substantial research and classroom experience have provided a great deal of information about good readers. In general, good readers have

positive attitudes about reading and positive self-perceptions of themselves as readers. They choose to read a variety of materials, recognizing that reading serves many purposes in their lives. They read often and have developed their own criteria for what makes a text enjoyable or useful. They function successfully in schools, homes, and workplaces. They attain personal satisfaction that can come only from reading (U.S. Department of Education, 1992:9).

As teachers include limited-English proficiency students in an interactive program designed to enhance social communication while developing good readers, there are several principles that must be maintained. Students should not work in isolation, cooperative behaviors need to be taught, and individual background, culture, language, ability, and personal response must be granted respect (Thonis, 1976). The first principle, that of not isolating students from their age peers, is critically important yet causes great difficulty for the English-only teacher working with a non- or limited-English proficiency child. Students who are learning English as a second language need to have reading instruction presented in their primary language whenever possible (Cummins, 1982). If it is not possible to provide instruction in the primary language, students should not be separated from the mainstream class, but should be assisted in understanding the lessons through graphics, oral language, and physical demonstrations. Too often, limited-English proficient students are expected to learn the language of instruction first, then acquire the content instructions.

Not only have many language minority children been subject to segregated education, low teacher expectations, cultural incompatibility with dominant culture-oriented curricula, and the educational neglect experienced by minority children in general, many also face a unique and equally severe form of discrimination which results from lack of proficiency in the language of instruction (United States Commission on Civil Rights, 1975:2).

The second principle, that of cooperative behavior, is currently receiving much attention in academic program development circles. Teaching cooperative behavior means emphasizing productive social behavior over skill acquisition. Children in cooperative learning environments are taught to listen actively, participate in heterogeneous groups, and respond respectfully to individual points of view. This behavior-training is a communication skill that greatly enhances learning and language acquisition for limited-English proficiency students (McNeil, Donant, and Aikin, 1980).

Recognition and respect for individual cultural heritage, background experience, and personal learning style is the third principle to be addressed in the adaptation of reading lessons for bilingual students. Current bilingual programs have varied levels of success depending upon how committed the program is to creating culturally unbiased education (Cummins, 1991). Historical and social factors need to be considered. The extent by which they are reflected in power relations in the broader society has played a major role in minority students' academic development. Jim Cummins speaks for many advocates of bilingual education when he states:

Minority children who lack educational support for literacy in their primary language develop a subtractive form of bilingualism where primary language is replaced by secondary language. The proficiency of acquiring language has a bearing on academic and intellectual development . . . there may be a threshold level of proficiency in both languages which students must reach to avoid negative academic consequences and to reap intellectual benefits . . . educators and policy makers must redefine their roles within the classroom to result interactions that empower rather than disable students (Cummins, 1991:3).

The teacher of reading in a bilingual classroom must include primary language as a teaching/learning tool for communication rather than as a handicap to be corrected before "real" learning can take place.

Teaching, to be effective, must be multicultural. In a nation characterized by cultural diversity, schooling must serve all students. In a society that is pluralistic, educators must provide increasingly heterogeneous student populations a classroom environment that meets the diverse needs and develops the unique abilities of students from many different backgrounds (Hernandez, 1989:3).

In conclusion, an effective field experience for preservice teachers will collaboratively meet the goals of the teacher training institution, the public school population, and the public school districts. Experiences will be specifically planned to translate theory into practice. And, ongoing evaluation of student learnings and activity effectiveness must be an integral program component.

Reading instruction that meets the criteria of the latest recognized authorities for literacy education must be interactive; the teacher must attend to student background, teach reading as a communication process and extend learning/reading to allow for lifelong personal literacy development. Adapting reading lessons to meet the needs of limited-English proficiency students means incorporating cooperative behaviors, a multicultural perspective, and heterogeneous group activities in the instructional program.

In 1991, more than 861,000 limited-English proficient students were enrolled in California public schools, with the number increasing daily. To educate these students to participate effectively in the mainstream economy and become productive citizens, 22,365 appropriately trained teachers are needed (California Department of

Education, 1991:1). Based on this information, it is imperative that the California State University, preparation institution for sixty percent of California's teachers, guide preservice and inservice teachers in the effective literacy education of all of California's children.

Chapter 3 contains a description of the procedures followed in the revision, validation, and evaluation of the undergraduate reading field work experience at Cal Poly.

Chapter 3

METHODOLOGY AND PROCEDURES

The developmental problem solving methodology was used for this project to investigate the sequence of change in the undergraduate reading field experience program at Cal Poly, San Luis Obispo. The subjects selected were ED401, undergraduate teacher candidates, and ED529, graduate reading specialist candidates. Thirty ED401 students participated in this project. Fourteen practicing teachers in ED529, graduate students seeking the Reading Specialist Credential. participated in the project. Both ED401 and ED529 groups followed the existing courses of study approved by the UCTE at Cal Poly with the addition of project activities.

For this investigation, the pretest is the charge made by the UCTE to adapt the ED401 field activity to address the bilingual population and to verify the competency of ED529 students to model reading instruction for limited-English proficient students. The treatment consisted of directing ED529 students in a new course activity and presenting a field experience program to the ED401 students. The posttest consisted of self evaluation for the ED529 students, consensus evaluation for the ED401 students, and interview evaluation by faculty in the UCTE.

Procedures

1. A review of the literature was conducted to identify characteristics of successful field experience programs for teacher candidates and

effective strategies for providing reading instruction to bilingual students.

2. The literature review findings were summarized for ED529 graduate Reading Specialist candidates to guide model lesson development. This summary included criteria for evaluating the ED401 tutoring experience based upon previous practice and opinions of experts. Currently accepted practices for providing equal access to reading instruction for bilingual students were described.
3. Given a lesson format, each ED529 student developed a prototypical instructional activity for reading that provides equal access to learning for bilingual students. Each lesson contained a Lesson Evaluation Form to be completed by observers of the presentation.
4. The ED529 students modeled the field experience program for the ED401 students. Lesson Evaluation Forms provided feedback to ED529 students. The Consensus Evaluation Form (Appendix B) was completed by ED401 students to assess the applicability of the lessons for the tutoring field work experience.
5. The ED529 students revised the program according to the results of the ED401 Lesson Evaluation results. The Self Evaluation Form (Appendix C) was completed by ED529 students to assess achievement of course competencies.
6. The researcher compiled the field experience program document. This document, along with results of the Consensus Evaluation and Self

Evaluation, was submitted to the Multiple Subjects Credential faculty members. Each faculty reviewer was interviewed (Appendix D) regarding applicability of the program document for inclusion in the ED401 course of study.

Collection of the Data

The Consensus Evaluation Form (Appendix B) was used to generate data regarding the application of the field experience program to ED401 activities. This form includes a Likert scale for ranking the components of each prototypical lesson in the program and an open-ended item for individual suggestions for revision. This form was completed by all thirty ED401 students, working in groups of three, following the modeling of the lessons.

The Self Evaluation Form (Appendix C) was used to collect data regarding the effectiveness of the field experience program development process to demonstrate the competencies required for the Reading Specialist Credential. This form was completed by all fourteen ED529 students, following revisions of the lessons.

The scores of the positive responses for each of the separate scales were averaged to yield individual attitude scores. These data are presented in Chapter 4 as percents of positive versus negative responses toward the field experience program development process and the applicability of the program to faculty members of the Multiple Subjects Credential Committee, along with the program document.

Each Multiple Subjects Credential faculty member was interviewed regarding evaluation of the field experience program document (Appendix D). Information collected will be used to revise the document before submission to the UCTE.

Attitude scores from the Consensus Evaluation Form, used to evaluate the prototypical lessons, and the Self Evaluation Form, used to evaluate the program development process, were ranked from positive to negative. The scores of each item on the Consensus Evaluation Form were totalled. If the mean score was 2.9 or less, the response was considered positive. A mean score of 3.0 or higher was considered negative. These scores were presented to the Multiple Subject Credential Committee faculty along with the field experience program document. After review of the lessons and data, each faculty member was interviewed regarding applicability of the process and program to the credentials program. This directing body of the UCTE has the authority to determine how the lesson planning process and resulting document may be implemented in the Cal Poly teacher preparation program. It may also determine whether or not the mandate of the CTC is fulfilled through this project, and how the ED401 field experience program may be evaluated and validated.

Data generated by the literature review is used to answer the first two research questions:

What are the characteristics of programs that successfully meet the needs of field experience students?

How can reading lessons be adapted to allow equal access to instruction for bilingual students?

The Consensus Evaluation Form (Appendix B) and Self Evaluation Form (Appendix C) are used to provide information to answer the third research question:

Can graduate Reading Specialist candidates demonstrate competency in implementing reading lessons by developing and modeling prototypical lessons for undergraduate reading tutors?

The Interview Questions (Appendix D) and recommendations of the Multiple Subject Credential Committee answer the fourth research question:

Does the lesson compilation document developed provide acceptable direction for undergraduate reading field experience students assigned to bilingual classroom settings?

The field experience program will be implemented in ED401 reading field work activities immediately upon completion of the Major Applied Research Project. At the conclusion of each quarter, ED401 students, public school placement providers, and the ED401 instructor will assess the effectiveness of the program document for providing direction for ED401 field activities that address the changing needs of the public school clientele. These assessment data will be submitted with regular course evaluation materials to the Multiple Subjects Credential Committee for evaluation. Hopefully, in Spring Quarter, 1993, the Multiple Subjects Credential Committee will present revised course descriptions to the UCTE for publication in the Cal Poly Catalog 1993-1995.

Chapter 4

PRESENTATION OF RESULTS

Literature Review

A literature review was conducted to answer two research questions:

1. What are the characteristics of programs that successfully meet the needs of field experience students?
2. How can reading lessons be adapted to allow equal access to instruction for bilingual students?

The investigation of the first area of concern revealed several guidelines for developing an effective field experience course component. First, in the interest of collaborative problem-solving, the public school teachers providing the "field" for preservice teachers must be willing to provide a suitable environment, responsive children, and opportunities for student-directed instructional activities (Blair, Turner and Schaudt, 1992). This guideline had previously been followed in the development of field experience activities for the ED401 reading methods course (Appendix A). Classroom teachers volunteer to accept a reading tutor in the classroom, communications between student, teacher, and university instructor are consistent, and teachers participate in ongoing evaluation activities. However, with the demographic change in the Cal Poly service area, classroom teachers with growing numbers of limited-English proficiency students need tutors who are prepared to work with both English-only and bilingual students.

Second, the university instructor should provide direction for student-directed activity, opportunity for evaluation, and current information regarding instructional theories and strategies (Ebersole, 1971). Again, this guideline was already being followed in the ED401 coursework (Appendix A), but only with regard to primary English speaking children. If equal access to reading instruction is to occur for bilingual students, preservice teachers must receive information and strategies for teaching second language acquisition students (Honig, 1992). The adaptations of tutoring lessons were research-based for this reason. Resources for further information on instructional strategies were included to allow student-directed followup on each theory.

Third, the field experience student must be prepare himself/herself for each field activity, maintain an open mind toward new learning, and continue ongoing evaluations of his/her own teaching development. For the ED401 course, the compilation of lessons in a field experience program document (Appendix E) with specific adaptations for bilingual students fulfilled this guideline. Each lesson was modeled for the preservice teachers, who met in groups of three to discuss how to use the activities in the field experience. A journal of reflections upon personal professional growth is maintained throughout the duration of the course.

Table 1 summarizes the information revealed in the first part of the literature review. Table 2 identifies the principles of equal access to instruction that surfaced from the second part of the literature review.

Table 1
Characteristics of Successful
Field Experience Programs

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1. Practicing teachers must provide a suitable environment.
 2. Tutees must be responsive.
 3. University student must have opportunity to direct instruction.
 4. Instructor must provide specific direction for tutoring activities.
 5. Ongoing evaluation should be facilitated by instructor.
 6. Current instructional theories and practices must be utilized.
 7. Students must be prepared for each field experience.
 8. Professional development of the student has priority over success of individual lesson.
 9. Student continues self evaluation of field experience learnings.
-

This part of the literature review established the rationale of including a field experience component in the ED401 course while verifying the need for specific direction regarding the adaptation of lessons for limited-English proficiency students. The purpose of developing a field experience program for the ED401 students was met through attention to the above characteristics as the ED529 students wrote, modeled, and compiled lessons to be used as the field experience program.

Development of Instruction and Activities
for Field Program

The second research question generated a multitude of specific strategies and several major principles that must be addressed in order to provide equal access to instruction for all children. For this project, specific adaptation strategies were discussed in the ED529 graduate reading class under the umbrella of the general principles. ED529 students developed the field experience program based on

strategies that were research-based and practice-proven. The general principles were described by the instructor in both ED401 and ED529 lectures:

1. Students should not work in isolation. Those who are learning English or a second language need to have reading instruction presented in their primary language whenever possible. If it is not possible to provide instruction in the primary language, students should not be separated from the mainstream class but should be assisted in understanding the lessons through graphics, oral language, and physical demonstration (Cummins, 1982).
2. Cooperative activities that emphasize productive social behavior over skill acquisition enhances learning and language development for limited-English proficiency students. Children in heterogeneous groups are taught to actively listen, participate, and respond with respect to individual points of view.
3. Recognition and respect for individual cultural heritage, background experience, and personal learning style need to be addressed in the adaptation of reading lessons for bilingual students. Culturally unbiased education supports literacy in the primary language as a teaching/learning tool for communication rather than as a handicap to be corrected.

Table 2

Principles of Equal Access Instruction

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1. Students should not work in isolation.
 2. Cooperative behavior should be emphasized.
 3. Recognition and respect for cultural heritage background experience, primary language, and personal learning style must be addressed through instructional strategies.
-

Each of the lessons developed and modeled by the ED529 students was required to attend to these principles. Adapting reading lessons to meet the needs of limited-English proficiency students means incorporating cooperative behaviors, a multicultural perspective, and heterogeneous group activities in the instructional program.

The developmental problem solving methodology was used for this project to investigate the sequence of change in the undergraduate reading field experience program at Cal Poly, San Luis Obispo. The treatment of directing fourteen ED529 graduate reading students in the development of a field experience program for reading was used to answer the third research question:

3. Did graduate Reading Specialist candidates demonstrate competency in implementing bilingual reading lessons by developing and modeling prototypical lessons for undergraduate reading tutors?

The ED529 students received nine hours of instruction regarding lesson format, research-based reading instruction strategies, field experience criteria, and the principles of bilingual teaching previously described. Working in pairs, the graduate

students created prototypical lessons that included a rationale, step-by-step procedures, specific adaptations for bilingual students, and resources for further information. The lessons were modeled for the ED401 reading tutors, who completed a Consensus Evaluation Form in groups of three (Appendix B). After reviewing the lesson evaluations, each ED529 pair revised their lesson and included it in the field experience program document (Appendix E). Then, the ED529 students individually completed the Self Evaluation Form (Appendix C). Table 3 lists the lesson evaluation process for graduate students.

Table 3
Lesson Evaluation Process
for Graduate Students

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- | | |
|----|---|
| 1. | Students receive instruction regarding lesson format, reading instructional practices, and principles of equal access instruction. |
| 2. | Students write a prototypical lesson including research-based reading strategies, step-by-step procedures, adaptations for bilingual children, and resources. |
| 3. | Students present lesson to undergraduate teacher candidates. |
| 4. | Students revise lessons using completed Lesson Evaluation Forms. |
| 5. | Students complete Self Evaluation of lesson development process. |
-

All fourteen ED529 students answered "yes" to questions one through five on the Self Evaluation Form (Appendix C). Question six generated the following responses:

I needed more time to research my reading strategy.

I would like to try the lesson out with children myself.

Please give us a copy of the lesson compilations book!

Give us access to future [lesson compilation] books.

No change - it was fun.

It was great to work with partners.

Good activity.

I was surprised at how nervous I was presenting the lesson - this was important and useful for me.

For the purpose of this project, it may be determined that the graduate Reading Specialists demonstrated competency in implementing bilingual reading lessons by developing and modeling prototypical lessons to provide a field experience program for undergraduate reading tutors. The Self Evaluation Form was anonymous and did not affect the student's grade in the course.

Evaluation of Field Program by Undergraduate Students

The fourth research question was tested with the Consensus Evaluation Form (Appendix B):

4. Does the field experience program developed provide acceptable direction for undergraduate reading field experience students assigned to bilingual classroom settings?

The ED401 students received twelve hours of instruction regarding lesson format, approaches and practices for teaching reading, and principles of bilingual instruction. They completed eight hours of tutoring in a bilingual classroom setting using basal reading textbooks. Following the presentation of lessons by ED529 students, the ED401 students met in groups of three to complete a Lesson Evaluation

Form (Appendix E). This form was used by the graduate students to revise the lessons. Upon revision, the field experience program document was given to new groups of three ED401 students to review and evaluate. Scores from the Consensus Evaluation Form (Appendix B) were ranked from positive to negative. The mean score of each item was totaled. If the mean score was 2.9 or less, the response was considered positive. A mean score of 3.0 or higher was considered negative.

Table 4

Lesson Evaluation Process for
Undergraduate Students

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1. Students receive instruction regarding lesson format, reading instructional practices, and principles of equal access instruction.
 2. Students complete a number of tutoring sessions in a bilingual setting using conventional textbook materials.
 3. Students participate in demonstration of prototypical lessons presented by practicing teachers.
 4. In groups of three, students complete a Lesson Evaluation Form for each model lesson observed.
 5. Lessons are revised by authors.
 6. In groups of three, students complete a Consensus Evaluation Form for the lesson compilation.
-

The mean score for each item on the Consensus Evaluation Form is shown in Table 5. These results were all considered positive, as they were lower than 3.0, the predetermined criteria score.

Table 5
Consensus Evaluation Results

<i>Item</i>	<i>Mean Score</i>
1. easy to use	1.3
2. research-based	1.0
3. bilingual adaptations	2.3
4. appropriate for ED401	1.0
5. likely to use	1.3
6. resources included	1.4

In addition to the six positive responses, the following suggestions for revision were received from the ED401 review teams:

- *We need more lessons.*
- *Include lessons for kindergarten.*
- *Have two sets of lessons; one for pre-readers and one for kids already reading a little.*
- *Translate the lessons into Spanish.*

Evaluation of Field Experience Program

According to these results, the field experience program provides acceptable direction for undergraduate reading field experience students assigned to bilingual classroom settings. Although the response to the question concerning adaptation of the lessons for bilingual students was positive (+2.3), in comparison with the other

scores, this was the least positive. The field experience program document will continue to evolve based upon ongoing use and evaluations.

The fifth research question generated a course of action for further implementation:

5. How should the revised undergraduate reading field experience be evaluated?

The field experience program document (Appendix E), Self Evaluation Form (Appendix C) results, and Consensus Evaluation Form (Appendix B) results were given to the six faculty members of the Multiple Subjects Credential Coordination at Cal Poly. In a group discussion, each member completed an individual Interview Question Form (Appendix D). The Multiple Subject Committee unanimously responded positively to all of the interview questions. Further, it was suggested that future ED529 students add to the program document and extend the adaptations for bilingual students. The field experience program will be implemented in Fall Quarter, 1992 in ED401, with Lesson Evaluation Forms completed after each presentation. At the conclusion of the Quarter, the Consensus Evaluation Form will again be completed by ED401 students. The Multiple Subjects Committee will review the ongoing revisions and evaluations to determine continued applicability of the program to the ED401 field experience. The Committee also suggested that cooperating public school teachers be interviewed at the end of Fall Quarter regarding the effectiveness of the program for the reading field experience. In Winter Quarter, 1993, the Multiple Subjects Committee will present course recommendations for inclusion in the Cal Poly Catalog 1993-95. To assist in

answering the fifth research question, two copies of the Lesson Evaluation Form were included in the field experience program document (Appendix E).

Chapter 5 includes a summary of the revision, validation, and evaluation of the undergraduate teacher field experience program in reading at Cal Poly. Results of project activities are discussed, conclusions are drawn, and implications of the project are set forth. Recommendation for implementing educational change at Cal Poly are suggested and strategies for dissemination of results are itemized.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The undergraduate reading methods course at Cal Poly requires the ED401 instructor to provide direction for tutoring sessions prior to the beginning of field assignments. Currently, ED401 students receive an overview of reading skills, direction for lesson planning, and demonstrations of instructional practices that reflect current theory regarding reading instruction. However, field work students who are assigned to locations with limited-English proficiency students do not have preparation for adapting their activities to meet the needs of this growing public school population. The UCTE at Cal Poly was directed by the Commission on Teacher Credentialing to incorporate bilingual field experiences in undergraduate preservice courses as a requisite for maintaining accreditation in 1993-95. The problem investigated by this project was the lack of sufficient preparation of the undergraduate credential candidates to provide effective reading instruction to limited-English proficiency elementary school children.

The developmental problem solving methodology was used to investigate the sequence of change in the undergraduate reading field experience at Cal Poly. Thirty ED401 students and fourteen ED529 graduate Reading Specialist candidates participated in the development of a field experience program document to be used by ED401 reading tutors.

A literature review generated field experience guidelines and principles of adaptation of instruction for bilingual students. Information from this review was given to the ED529 graduate Reading Specialist Credential students along with direction for creating a field experience program in reading. Model lessons of the program were presented to ED401 undergraduate students. Evaluations of the lessons by ED401 students, the development process by ED529 students, and the field experience program document by the Multiple Subjects Credential Committee resulted in a plan for implementing changes in the ED401 field experience to address the needs of limited-English proficiency students.

Discussion of Results

This project satisfied the major goal of providing direction for preservice field experience students in effective reading strategies that allow equal access to instruction for the limited-English proficient population. Characteristics of successful field experience programs and principles of adapting instruction for bilingual students were identified in the literature review. The ED529 graduate students demonstrated competency in implementing bilingual reading lessons by developing and modeling prototypical lessons as a field experience program for undergraduate reading tutors. The program provided acceptable direction for undergraduate reading field experience students assigned to bilingual classrooms, and a plan for ongoing evaluation of the reading field experience was developed.

The evaluation of the revised undergraduate reading field experience includes self evaluation of the program development process by ED529 graduate students, consensus lesson evaluation by ED401 undergraduate students, interview questions

completed by classroom teachers and Multiple Subjects Credential Committee members, and recommendations of the UCTE at Cal Poly. Each ED529 student participating in the field experience program development activity will complete a Self Evaluation Form. ED401 students will complete a Lesson Evaluation Form for each lesson used and a Consensus Evaluation Form at the conclusion of each quarter. Following each quarter of implementation, cooperating teachers and the Multiple Subjects Credential Committee will complete the Interview Questions and submit all data collected to the UCTE. The UCTE will determine the continuing effectiveness of the field experience program document to achieve the requirements of the Commission on Teacher Credentialing.

Conclusions

The activity of developing and presenting model lessons that include research-based reading strategies, step-by-step instructional procedures, resources for further information, and adaptations for bilingual students is effective for demonstrating competency to implement bilingual reading lessons. The ED529 students unanimously agreed upon the value of the activity and the extension possibilities for future applications in the classroom.

The field experience program developed through this project provides acceptable direction for undergraduate reading field experience students assigned to a bilingual setting. The Lesson Evaluation Form provides ongoing assessment information that will be considered by the Multiple Subjects Credential Committee in periodic evaluations.

Implications

The implications of this project are that identifiably effective field experience programs and reading instructional strategies that adapt tutoring procedures for bilingual tutees can be used in a successful instructional process. The activity of developing and presenting field experience instructional activities in reading for bilingual children was successful in allowing graduate Reading Specialist candidates to demonstrate competency in implementing specialized reading instructional strategies. Observing and evaluating the field experience program was a successful activity for providing direction for tutoring experiences of undergraduate students. The evolving field experience program document, with ongoing evaluation, will meet accreditation requirements for the UCTE.

The implications for this project are that graduate and undergraduate course requirements may be met through collaborative activities that merge educational theory with instructional practice. As the graduate students demonstrated competence to implement research-based reading strategies in bilingual classrooms, the undergraduate students received practical direction for field experience activities. The field experience program will synthesize the results of this project through continuing evaluations by classroom teachers, graduate students, undergraduate students, and university faculty.

Recommendations

The Multiple Subjects Credential Committee at Cal Poly has recommended that the field experience program document be used by ED401 undergraduate students beginning Fall Quarter, 1992. As the program is applied in field experience,

it will be evaluated by students and classroom teachers. At the end of the quarter, the Committee will review evaluations and determine further implementation procedures. ED529 graduate students recommended that the program development and presentation activity be implemented in future courses, and ED401 undergraduate students requested continuation of participation in the program development project. Therefore, it is recommended that the collaborative program development activity be implemented in future courses offered by the UCTE at Cal Poly, and that the field experience program document be used, evaluated, and modified in the ED401 field experience.

Strategies for dissemination of the results of this project include presentation of the field experience program to the UCTE, cooperative classroom teachers, and the Bilingual Special Interest Council of the California Reading Association. As ED401 students use this program in their field experiences, it is appropriate for cooperating classroom teachers to receive an overview of the program development process, implementation strategies and project evaluation plans. The California Reading Association promotes literacy for all people in California by advocating successful instructional strategies in a quarterly publication and annual conference. The Bilingual Special Interest Council of this organization will be presented with the program document at the annual CRA conference in November, 1992. Since this project contains information concerning the provision of equal access to instruction for bilingual students, the dissemination of the field experience program document and developmental process are of significance to bilingual educators and advocates.

Educational practice at the higher education level will be improved by the collaborative activity of program development. Graduate students will hone their lesson planning and presentation skills as they translate research about reading instruction and second language acquisition into applicable strategies for undergraduate teacher candidates.

Educational practice at the elementary school level will be improved as preservice teachers develop the ability to present effective reading instruction to bilingual and monolingual students. As cooperating classroom teachers observe the field experience program in application and evaluate its effectiveness with the public school population, the results of this project will extend further into the changing school program.

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APPENDIX A

CAL POLY
University Center for Teacher Education

Education 401
Teaching Reading in the Elementary School

1. Course Description

Application of reading approaches, methods, and materials in the elementary classroom, along with supervised field experience in teaching reading in an elementary school setting. Presentation of methods for teaching reading and discussions pertaining to field experience activities as well as observations and participation are featured. 3 hours lecture, 2 hours activity per week.

2. Major Expected Outcomes

The student will

- develop and implement lessons to teach word recognition, vocabulary, comprehension, and study skills.
- demonstrate knowledge of California Framework for Reading/Language Arts, the California Literature Initiative, and reading as an integrated language art.
- develop a resource kit for teaching reading that includes the Cal Poly Learning Resource Library, the County Instructional Materials Center, a word recognition program, and student-made materials, lessons and activities.
- demonstrate knowledge of reading process, approaches, and philosophies. Describe effective classroom management and grouping procedures for reading instruction.

3. General Profile of Students

Education 401 students are generally liberal studies majors or post-baccalaureate students who are one-two quarters away from student teaching. Lectures include objective-writing, lesson-planning, and professional conduct.

4. Student Role

The student will

- attend 3 hours per week of lecture at Cal Poly.
- observe 1-3 lessons in reading/language arts in a public school classroom.
- practice teaching reading to 1-2 elementary pupils in a tutoring environment two hours per week for seven weeks. Students are required to prepare lessons and activities for tutoring sessions. Lessons are demonstrated in class at Cal Poly for instructor and peer evaluation prior to the tutoring experience.
- Maintain an anecdotal record of the tutoring experience. This record is used in class for discussion and student evaluation purposes. Cooperating classroom teachers may receive a copy of the student record at their request.

5. University Instructor's Role

The instructor will

- provide direction for the tutoring sessions prior to beginning of field work assignments.
- approve all tutoring placements with school administration.
- provide program description for participating classroom teachers.

6. Principal's Role

The principal will

- approve assignment of student to the school campus and teacher. Students are directed to sign in and out of the school office each time they tutor.

7. Teacher's Role

The teacher will

- work with the Cal Poly student to determine times and place for tutoring sessions. Tutors generally work one hour, two times per week. It is best if tutoring takes place out of the classroom at a time when the child may be easily released.
- assign 1-2 pupils for tutoring experience. Pupils may be of any reading level or ability. Pupils with behavior problems are not acceptable tutees.
- allow the Cal Poly student to observe 1-2 reading language arts lessons in the classroom.
- feedback to the tutor is welcome but not necessary. Suggestions and comments to the instructor are appreciated but not necessary.

8. University/District Procedures

Procedures	Timeline
a. Teacher/principal/district contacts University Instructor regarding participation in ED 401 program. Instructor provides information as needed.	1-2 weeks before the beginning of each quarter.
b. Instructor provides student names and schedules to participating teachers.	By the end of the second week of the quarter.
c. Teachers and students set up schedule for observation and tutoring.	By the end of the third week of classes.
d. Observations and tutoring begin and continue.	Weeks 4-10 of the Cal Poly quarter.

APPENDIX B

CONSENSUS EVALUATION OF FIELD EXPERIENCE LESSONS

1. The lessons are easy to use in the present form.
agree _____ disagree
1 2 3 4 5
2. The lessons present research-based reading instructional methodologies.
agree _____ disagree
1 2 3 4 5
3. The lessons present direction for adapting instructional activities for bilingual students.
agree _____ disagree
1 2 3 4 5
4. The lessons are appropriate for use in the ED401 tutoring experience.
agree _____ disagree
1 2 3 4 5
5. I am likely to use the lessons for guidance in future bilingual reading situations.
agree _____ disagree
1 2 3 4 5
6. References and sources for further information are included in the lessons.
agree _____ disagree
1 2 3 4 5
7. Suggestions for revision of the lessons:

APPENDIX C

SELF EVALUATION FORM FOR READING SPECIALIST

CREDENTIAL COMPETENCIES

1. The program development process provided an opportunity for me to demonstrate my knowledge of research-based reading instructional methodologies.
Yes_____ No_____
2. The program development process provided an opportunity for me to demonstrate my ability to adapt reading instruction to meet the needs of bilingual students.
Yes_____ No_____
3. The program development process provided an opportunity for me to demonstrate my ability to serve as a resource person for teachers of reading in the bilingual context.
Yes_____ No_____
4. The program development process provided an opportunity for me to demonstrate my ability to develop reading program changes.
Yes_____ No_____
5. The program development process provided an opportunity for me to demonstrate my ability to develop curriculum in compliance with the current California English/Language Arts Framework.
Yes_____ No_____
6. The program development process would be improved by

APPENDIX D

INTERVIEW QUESTIONS FOR FIELD EXPERIENCE
PROGRAM DOCUMENT REVIEW

1. Is the program document usable for ED401 students in its present form?
2. Is the program document appropriate for use by ED401 students in its present form?
3. Does the program document provide direction for research-based reading instructional methodologies?
4. Does the program document provide direction for adaptation of instruction for second language acquisition students?
5. Does the program document satisfy the accreditation requirements described by the CTC in the 1991 Program Quality Review?
6. Describe any revisions that might be considered for improving the field experience program document.